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ABSTRACT

The handbook for administrators of special education programs in the state of Washington covers the philosophy and administration of special education, defining the areas of state, local, and joint administrative responsibilities. Guidelines for special programs for the handicapped are set forth, specifying the definition, eligibility requirements, class load, programing, and facilities and equipment for each exceptionality. Also delineated are the components of specialized school services for the handicapped. Appended are a guide for superintendents and directors in employing special personnel, state laws pertaining to the education of handicapped children, American standard specifications for buildings and facilities, and information on federal funds for materials for the visually handicapped. (KW)

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Special education handbook

For School Administrators
1970

Louis Bruno
State Superintendent
Of Public Instruction
Olympia, Washington

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
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Foreword

SEC. 1 PREAMBLE. It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex. [Article IX, Sec. 1, Washington State Constitution]

RCW 28.02.010 GENERAL PUBLIC SCHOOL SYSTEM. A general and uniform system of public schools shall be maintained throughout the state of Washington, and shall embrace common schools (including high and elementary schools, schools for special help and discipline, schools or departments for special instruction), technical schools, the University of Washington, Washington State University, state colleges, state training schools, schools for defective youth, and such other educational institutions as may be established by law and maintained at public expense.

RCW 28.13.010 DIVISION OF HANDICAPPED CHILDREN CREATED * * *. There is established in the office of the superintendent of public instruction a division of special educational aid for handicapped children, to be known as the division for handicapped children. * * *

In recognition of the intrinsic worth of every child and that child's right to be educated as assured by the Constitution and statute, this handbook is dedicated.

The measure of service to children provided under law in and of itself is mere formality. It will remain formality until a sensitive educated citizenry assures that the cold words of law are translated into a warm intelligently planned schema for learning.

It is my hope that this publication will serve to assist and administratively guide those who bear the responsibility of assuring in education that there be no difference between "least" and "greatest."

Louis Bruno

State Superintendent
of Public Instruction

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I. Philosophy of Special Education

With the establishment of the Division of Special Education within the Office of the Superintendent of Public Instruction, recognition of the worth and dignity of each individual as well as the need for individual consideration regarding educational programs for the handicapped was made clear.

The State Office was mandated the responsibility to coordinate and supervise educational programs for the handicapped which are operated within local school districts and to give support and leadership to local school boards and administrators and in their efforts to identify handicapped children to provide adequate educational services for them.

Special education must be considered an integral part of the general education sequence and a special program assignment is made to support and facilitate the handicapped child in his educational and social development.

The local district superintendent and his staff must be alert to their responsibility to maintain the handicapped child within the regular school program whenever possible and insure that this child has full use of all available school facilities, resources and support.

II. Administration of Special Education

A. State Responsibility

In 1943, the division of special educational aid for handicapped children was established in the Office of the Superintendent of Public Instruction. This is now known as the Department of Special Education. The purpose of the department is to provide leadership in interpretation and implementation of laws and regulations governing the education of handicapped children in the State of Washington. (See Appendix B for laws pertaining to the education of handicapped children.)

A primary responsibility of the department is to develop and carry out a systematic program of leadership and evaluation in order to assure that the public funds appropriated for the education of handicapped children serve the intended purposes.

To achieve this objective the department will:

1. Provide overall leadership and direction for the State in program planning for handicapped children as outlined in the Handbook.
2. Review and approve special education programs which meet the standards as described in the Handbook.
3. Develop a State Budget and the procedures for allocation of available Federal and State school funds for handicapped children to school districts conducting approved programs.

4. Provide consultant services in special education planning and programming for school districts.
5. Initiate and provide statewide inservice training.
6. Encourage and assist local districts in the development of inservice programs.
7. Collect and report data regarding special education programs in the State of Washington.
8. Encourage and support school-related research on the educational and vocational problems of handicapped.
9. Assist in the development of public information programs for the purpose of assuring public understanding of the needs and potential of the handicapped.
10. Maintain continuing liaison with other agencies concerned with the handicapped and provide leadership among these groups in the development of programs.

B. Local Responsibility

Administration of the local special education program is a direct responsibility of the superintendent of schools of the individual district or his delegated representative.

Guidelines for the superintendent to consider in developing a program for special education and arranging for suitable State and local financial support are as follows:

1. A survey should be conducted in the district to determine number and type of handicapped children in need of special education services. Special instructions for determining the extent of the needs are discussed under those headings in the Handbook devoted to descriptions of the various types of handicapping conditions and the eligibility of the handicapped children for additional State and Federal funds for education.

2. If the survey indicates a need for education service for special education, the designated administrator should carefully consider the advisability of such recommendations in the light of the following necessary approval for:
   a. personnel requirements to meet the needs of the proposed program
   b. local cost of program and necessary approval of State funds
   c. classroom space needed
   d. special equipment required
   e. school-community acceptance and cooperation
   f. possible cooperative agreement of participation with other districts
3. Duties of the administrator of Special Education should include:
   a. assisting in and approving the identification, selection, and assignment of children
   b. counseling with parents
   c. establishing, supervising, and evaluating the special education program
   d. assisting in the recruitment, selection, and supervision of personnel
   e. helping teachers in methods, curriculum planning, and selection of instructional materials and equipment
   f. assisting and recommending to the business office on matters of budget and finance
   g. assisting and recommending in the determination of policies affecting those involved in handicapped programs
   h. developing communication and strengthening relationships with private and public agencies
4. Assignment will be based on evaluation and recommendation by appropriate professional specialists. (See sections on eligibility requirements in the Handbook.) Enrollment in and withdrawal from the special education program must be approved by the administrator in charge of the program.

5. Facilities (physical plant), materials, and staff should be maintained at a level equivalent to that provided by the local district for regular class programs. In addition, handicapped children because of limitations, may require modification of services and/or facilities such as: class size, curricula, adaptations in housing and furniture equipment, and transportation.
6. Special education is a part of the total school program. The administrator should alert all members of his staff to the responsibilities and interrelationships between special and regular programs. The attitude of administrators and teachers working in the regular school program will determine, to a large extent, the acceptance of handicapped children by normal children.
7. Principals of buildings in which special classes are housed should consider those special class personnel as members of the building faculty and support participation in school activities.
8. Cumulative records should be maintained to enable communication of pertinent information to school personnel, parents, physicians, and other local, county, and state agencies having need and permission for such information. It is recommended that files containing confidential material be kept separate from the usual student file. It is imperative that transfer of these confidential files be SUBJECT TO THE WRITTEN APPROVAL OF THE PARENT. Information that is not generated by the local school district (such as medical and clinical reports from hospitals and clinics) are not to be released to any source without prior approval from the agency from which the report originated.

a. in regard to the testing program, each district should have a written statement concerning the administration of psychological tests, par-

ticularly personality or character inventories*

b. State Board regulations of April 21, 1967, stipulate the following regarding testing:

ELEMENTARY

"Adequate guidance and counseling procedures that cover the areas of achievement measurement, promotion and retention, acceleration and individualization of instruction shall be provided; EACH SCHOOL DISTRICT SHALL REQUIRE THAT THERE SHALL BE ON FILE THE WRITTEN CONSENT OF THE PARENT OR GUARDIAN PRIOR TO THE ADMINISTRATION OF ANY DIAGNOSTIC PERSONALITY TEST."

SECONDARY

"The responsibility for guidance and counseling services shall be assigned to appropriately trained certificated personnel. A coordinated testing program and a coordinated system of student cumulative records shall be provided as well as adequate educational and vocational information. EACH SCHOOL DISTRICT SHALL REQUIRE THAT THERE SHALL BE ON FILE THE WRITTEN CONSENT OF THE PARENT OR GUARDIAN PRIOR TO THE ADMINISTRATION OF ANY DIAGNOSTIC PERSONALITY TEST."*

9. The progress and assignment of each child receiving special education services shall be re-evaluated at least once a year. After evaluations, a child may need to be transferred to a service or assignment that is more applicable to his needs.

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* "Guidance Evaluation Guidelines", page 16, Louis Bruno, State Superintendent of Public Instruction, 1967

* State Board Regulations, April 21, 1967, page 8

10. Involvement of the parent in the child's special education program is essential. Pertinent issues involved are:
    a. permission for evaluation
    b. program planning
    c. special service or placement
    d. follow through
    e. providing counseling for parents whose children have handicaps which cannot be given services in the local area

C. Joint Responsibility

1. ESTABLISHMENT OF SERVING DISTRICT PROGRAMS – Districts may need to consider development of a special education program individually or in cooperation with neighboring school districts. CONSULTATION WITH THE DEPARTMENT OF SPECIAL EDUCATION IN THE OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION IS REQUIRED BEFORE A DISTRICT PROVIDES ANY SERVICES FOR WHICH REIMBURSEMENT FROM STATE HANDICAPPED FUNDS WILL BE APPROVED.

2. DISTRICTS PARTICIPATING IN COOPERATIVE PROGRAMS – Cooperative programs may be developed between two or more school districts. Services may be offered by a single district for other districts or a program may be operated jointly within these districts. Financial arrangements in cooperative programs vary in accordance to the degree of service secured from another district. The type of extent of services and financial arrangements should be in written form between the cooperating districts, and local school district fiscal responsibility should be clearly defined. Such agreements should be made prior to enrolling a child by the participating district to a serving district.

3. EDUCATIONAL PROGRAMS IN STATE RESIDENTIAL SCHOOLS – Educational services are provided in State residential schools through the local school district in which the State residential school is situated. The administrative responsibility for the operation of the school programs in State residential schools remains with the local school district, with the residential school superintendent retaining full jurisdiction over and responsibility for the residents. These operational practices have been agreed upon by the Office of the Superintendent of Public Instruction, the Department of Institutions, and the local school district and are regularly reviewed. Biennial budget needs for these educational programs are determined separately and apart from those of the local school district.

D. Special Problems

Questions or problems pertaining to the administration of special education programs as discussed in the Handbook, should be referred to the Director of Special Education, Department of Special Education, Office of the Superintendent of Public Instruction, Olympia, Washington.

III. Special Programs for the Handicapped

A. Physically Handicapped

Physically handicapped children are those who have sensory, motor, neurological, or other physical limitations so severe as to require special class placement.

1. Hard of Hearing

a. DEFINITION: Children who, because of severely impaired hearing, require special instructional methods, materials, supplies and equipment.

b. ELIGIBILITY REQUIREMENTS: Children eligible for a program for the hard of hearing must be evaluated and recommended by a qualified hearing specialist. The total evaluation should include examination by a physician and the school personnel should cooperate with the physician regarding any medical treatment prescribed.

c. CLASS LOAD: The class load of both the regular classroom and the special classroom for the hard of hearing children will depend upon the learning ability of the children concerned, the severity of their hearing loss, age, and degree of proficiency in handling the tools of communication.

(1) Class load in full-day hard of hearing special class:
   (a) In a class of hard of hearing children, a desirable class load would usually be six children, but no more than eight at any one time.
(2) Class load in regular classroom with normally hearing children:
   (a) The class load should be reduced by about four fewer normally hearing children for each hard of hearing child in the class depending on the competencies of the child.
   (b) Except in unusual circumstances, not more than three hard of hearing children should be integrated into a single classroom with normally hearing children.

d. PROGRAMMING: Specific techniques usually employed by teachers of hard of hearing children include:
   (1) Speech training to improve articulation.
   (2) Speech reading to develop improved ability in speech understanding (lip reading).
   (3) Auditory training to enhance listening skills and to insure that the child makes maximum use of his residual hearing, either with or without amplification.
   (4) Special assistance in academic subjects.
   (5) Appropriate counseling measures with the child, his parents, the regular classroom teacher, and other persons who may be involved in the management of the child's problems.

A trial placement in a class for hard of hearing children would generally precede placement in a regular classroom with normally hearing children. But, as the child's abilities permit, the major educational objective is integration with normal hearing children in a regular classroom. However, it is expected that during his pre-school, primary, and intermediate grades, he will need special hearing training.

As a part of his total school program, the hard of hearing child needs the maximum amount of regular classroom experiences so that he may have continuing normal speech and language stimulation. He should be taken from the regular classroom only to the extent that his special hearing training requires. Only under the most unusual circumstances should a hard of hearing child be placed in a full-time class for deaf children.

Where evaluation indicates that the hard of hearing child's intellectual abilities are limited, placement should be sought in a program adapted to his abilities and aimed toward more appropriate educational goals.

Termination of the special program for the hard of hearing child should occur when evaluation indicates that he is ready to continue his school program without special help, or when he demonstrates that he has reached his maximum social, academic, and vocational potentials.

e. FACILITIES AND EQUIPMENT:

(1) Physical facilities for the hard of hearing child in a regular classroom with normally hearing children may be the same as for any regular, standard classroom. Great care should be taken to insure optimum illumination so the hard of hearing child can do speech reading readily. Flexible seating arrangements are desirable so the hard of hearing child can be seated advantageously. Typical qualities of such a room are: sufficient space to allow for unhampered physical movement; adequate lighting; bulletin boards and chalkboards; shades or other means for darkening the room for use of visual aids.

(2) Special facilities should include:

(a) Acoustical tile on ceilings and walls to reduce noise level which would otherwise be amplified by the child's hearing aid. (A ½" tile on ceilings and 3/4" tile on two adjacent walls has proved to be practical.)

(b) Noise absorbent floor covering (carpet) to deaden classroom noise.
(c) Installation of the most modern classroom amplification system.
(d) Generous amount of chalkboard space and chart racks. (Since the visual approach is a major method of instruction for the hard of hearing, this is an important item.)

(3) Special equipment should include:
(a) Record players which can be connected to group hearing aids and which have a separate speaker.
(b) Movable desks and chairs with minimum number of noise-producing parts (hinged desk tops, for example, cause unnecessary classroom noise).
(c) Mirrors mounted on the wall at correct height for age group and long enough to accommodate three or four children before the mirror—this is used for speech imitation.
(d) Tape recorders.
(e) Availability of "pure tone" audiometers.

2. Deaf

a. DEFINITION: Children who have a hearing loss of 75 to 80 decibels (ISO standards) or greater across the speech range in the better ear and who even with amplification are unable to develop adequate language and speech.

b. ELIGIBILITY REQUIREMENTS: Children eligible for a school program for the deaf must be evaluated and recommended by a qualified hearing specialist. The total evaluation should include examination by a physician and school personnel should cooperate with the physician regarding any medical treatment prescribed.

c. CLASS LOAD: The class load of both the regular classroom and the special classroom for deaf children will be dependent upon the learning abilities of the children concerned, the severity of their hearing losses, ages, and their degrees 0f proficiency in handling the tools of communication.

(1) Class load in regular classroom with normally hearing children:

(a) The class load of the regular class teacher should be reduced by four fewer normally hearing children for each deaf child in the class, depending on the competencies of the child.

(b) Not more than three deaf children should be integrated into a single classroom of normally hearing children.

(2) Class load in a full-day deaf special classroom: In a class made up of deaf children, a desirable class load would usually be four children, but no more than eight at any one time, depending on the competencies of the child.

d. PROGRAMMING: The purpose of the special class for the deaf child is to teach him to communicate comfortably with his hearing peers. As soon as the child is able to communicate adequately, he should be transferred into the regular school program with supportive training as needed to maintain him in this placement. Care should be taken, however, to be certain that the child is ready for such a transfer. Each deaf child in a regular class should be expected to achieve his level of academic work and should not be graded on social growth or on the basis of the degree of his handicap.

The "oral" approach is the method of instruction to be used in special classes operated

for the deaf in the public school districts in the State of Washington.

e. FACILITIES AND EQUIPMENT: (See "Facilities and Equipment" for the hard of hearing children in the preceding section.)

3. Partially Seeing

a. DEFINITION: Children whose vision is limited to 20/70 or less in the better eye after correction. Included are children who have other medically certified conditions of the eye which require special instructional materials, equipment, and services.

b. ELIGIBILITY REQUIREMENTS: Children eligible for a school program for the partially seeing must be recommended by a licensed eye specialist.

c. CLASS LOAD: The class load of both the regular classroom and the special program for the partially seeing will depend on the grade and age level, the type and degree of visual difficulty. The following guidelines are recommended:

(1) Class load in regular classroom with normally seeing children:

(a) The class load of the teacher should be reduced by one to three normally seeing children for each partially seeing child in the class.

(b) Not more than three partially seeing children should be integrated into a single classroom of normally seeing children.

(2) Class load of the teacher for the partially seeing: Enrollment should range from six to 12 children, depending on the competencies of the child.

d. PROGRAMMING: Since the partially seeing child is usually able to participate in a regular

classroom, the following points are important:

(1) The program for the partially seeing child is conducted on a cooperative plan with the special classroom teacher and the regular teacher sharing the responsibility. The standards of achievement for the partially seeing child are the same as for the regular classroom child.

(2) All activities requiring close use of the eyes will require the utilization of special equipment and materials. The child should participate in the other usual activities of the regular classroom within the limits of his vision.

(3) Special attention must be given to training the partially seeing child in correct habits of eye hygiene in order that he will understand his own eye difficulty and its relation to his successful school program.

e. FACILITIES AND EQUIPMENT: The special classroom for the partially seeing child should be located so as to insure quietness and glare-free light. It should provide for adequate storage space.

(1) Special adaptations should include:

(a) Gray-green chalkboards with yellow chalk.

(b) Furniture:

(i) Movable to make maximum advantage of both natural and artificial light without glare.

(ii) Adjustable and light-colored finish.

(2) Special materials:

(a) Materials should be prepared in large type for those who cannot use regular print.

(b) In preparing materials, marking pencils, felt-tip pens, and a large print typewriter are useful.

(c) Such materials as texts, study sheets, outlines, lectures, and supplementary materials may be recorded for repeated use.

(d) Large-type textbooks, records, tapes and other materials available from the American Printing House for the partially seeing may be secured on quota.

4. Blind

a. DEFINITION: Children whose visual acuity is 20/200 or less in the better eye after correction. Included also are children who have been medically diagnosed with conditions of the eyes that will certify them as legally blind. (All blind students must be registered in the Office of the Superintendent of Public Instruction in order to be eligible for Federal Quota Funds.)

b. ELIGIBILITY REQUIREMENTS: Children eligible for a school program for the blind must be evaluated and recommended by a licensed eye specialist. All blind children must be registered with the division for handicapped children in the Office of the Superintendent of Public Instruction.

c. CLASS LOAD:
   (1) Enrollment in special classes for the blind should not exceed 6 to 10 children.
   (2) The class load in the regular classrooms for normally seeing children, should be reduced by one to four fewer sighted children for each blind child in the class, depending on the competencies of the child. The regular and special classroom teachers should cooperate in program planning and execution. Reading service for the blind student will generally be necessary to augment the regular classroom activities.

(3) New programs of preschool readiness for blind children shall be discussed with the division for handicapped children in the State Office of the Superintendent of Public Instruction. The program should emphasize the development of readiness, opportunities and aural and tactile skills.

(4) As soon as it is feasible, the blind child should be integrated into the regular classroom. Integration will depend on such factors as:

(a) Academic readiness
(b) Tactual skills and abilities in mastering braille
(c) Manipulating skills
(d) Mobility skills
(e) Social development
(f) Ability to cope with frustration and initial failure

d. PROGRAMMING:

(1) Sequence:

(a) Preschool readiness opportunities, emphasizing development of aural and tactual skills.
(b) Special classes for the blind, preceded by a trial period.
(c) Special classrooms and special teachers available to blind children who are being served in a combined program of placement in regular classes with seeing children and in special classes for the blind.
(d) Integration into regular classes of seeing children with appropriate support from the special teacher of the blind children.
(e) Reading service with the remainder of the day integrated into regular classes with seeing children.

(2) Blind children in a regular classroom with normally seeing children should be en-

couraged by being provided with the following:

(a) Physical education activities and free play with normally seeing children.
(b) Opportunities to show sighted children how to assist them to take part in the regular school and classroom activities.
(c) Adaptations in the classroom and on the playground to insure their safety.
(d) Special and extra support for the teachers in the regular classrooms who will be required to plan their programs.
(e) Adequate assistance in the classroom so that few special concessions need to be given to them.

e. FACILITIES AND EQUIPMENT: Classrooms for the blind children should be large enough for the children to move about easily and to explore tactually. Specialized cabinet space 3 ay be needed for storing bulky equipment.

(1) The following equipment is recommended for the special classroom:
(a) Specialized teaching aids to correspond to the regular curriculum and the special programs required.
(b) Braille writers and braille paper (in a regular classroom, one machine per blind child).
(c) Standard typewriter.
(d) Talking-book machines and records.
(e) Tape recorder with adequate supply of tape.
(f) Record player, storage racks–activity, story, and rhythm records.
(g) Braille library books.
(h) Music and rhythmic instruments.
(i) Relief maps, geophysical globes.
(j) Adaptations of workbooks, including brailled flash cards.
(k) Variety of manipulative games, toys, puzzles, and teaching devices.

(l) Cork boards, flannel boards, magnetic boards, pegboards, and abacuses.
(m) Textured materials in wide variety, including paper, cloth, plastics, etc.
(n) Catalogue of the American Printing House for the Blind.
(o) Texts and workbooks in use in regular class.

(2) Regular classrooms where blind children are integrated with normally seeing children need the following:
(a) Sufficient space to allow for freedom of movement, enabling the blind child to explore, tactually. (The child may require extra time in the room to learn orientation skills.)
(b) Space and storage facilities for the special materials and equipment used by blind children, such as strongly built special bookcases for storage of braillers, for braille books and records to be placed upright.
(c) Seating within the room to insure best hearing by the child, seated at a special desk or a large table.
(d) Texts and workbooks in braille transcription.

(3) Volunteer or instructional assistants, reader service, or aides may be needed to assist the teachers to transcribe texts and workbooks into braille.

5. Orthopedically Handicapped

a. DEFINITION: Children who are handicapped through congenital or acquired motor defects or health problems requiring protective educational environment to such a degree that they must have special services, materials, supplies, and equipment.

b. ELIGIBILITY REQUIREMENTS: Children eligible for a school program for the orthopedically handicapped must have a recommendation by a physician. Some eligible disabilities are:

(1) Orthopedic, poliomyelitis, osteomyelitis, accident or other traumatic conditions, tuberculosis of the bones, cerebral palsy, congenital defects and anomolies.

(2) Other health problems, involving lowered vitality, restricted activity, or debilitation: heart disease, rheumatic fever, encephalitis, muscular dystrophy, cancer, birth injury, asthma, diabetes mellitus, allergy.

A child placed in a special classroom for the orthopedically handicapped children will be terminated when any one of the following conditions has been met: is physically unable to continue in the program; is able to return to the regular classroom with or without supportive services; graduates from high school; or the child can no longer profit from the services 7 hich the school is able to provide for the child's handicapped condition.

c. CLASS LOAD: Class loads will vary according to the severity of the disabilities of the children. In general, four severely handicapped pupils, all of whom require extensive assistance in self-care, can be considered a maximum load for a teacher, without assistance. As other children are enrolled in the special classroom, attendant services should be considered.

d. PROGRAMMING:

(1) Integration of the orthopedically handicapped child is an essential part of a well-rounded program. The academic and therapy programs should be correlated to meet individual needs of the child.

(2) Children enrolled in programs for

orthopedically handicapped usually require additional services, such as:

(a) Physical therapy: The physical therapist must work with the classroom teacher as a member of the team. Physical therapy treatment is limited to that prescribed by a physician. The physical therapist must be registered with the American Physical Therapists Association and the Washington State Physical Therapists Association.

(b) Occupational therapy: Occupational therapy treatment is limited to that prescribed by the physician. He must be registered in the American Occupational Therapists Association and the Washington State Occupational Therapists Association.

(c) Speech therapy: The speech therapist is another member of the team which provides assistance to the orthopedically handicapped child. (See Section IV and Appendix A, this Handbook, for description of speech therapy services and for basic requirements for speech therapists.)

(d) Attendant: An attendant working under the direction of a certified staff member may be employed when the number of children requiring self-care assistance becomes too large for the teacher to serve. The attendant's duties should include all those self-care services required by children. Duties should not include full responsibility for the students.

e. FACILITIES AND EQUIPMENT:

(1) Classroom: The classroom for the orthopedically handicapped child should be located on ground level with easy access to

the driveway. It should have or be located adjacent to lavatory facilities. It should be large enough to provide space for special furniture and equipment needed, and still allow for easy movement around the room. More square feet of space should be provided per child than an average classroom in order to accommodate the maximum class load. The room should be conveniently located for purposes of program integration with regular classes where and when appropriate. It should have adequate storage space and be well-ventilated. The legal requirements must be adhered to.*

(2) Therapy room: If therapy services are to be provided, an additional room close to the special classroom and on the same floor level should be available. The therapy rooms should be large enough to allow the use of all special therapy equipment.

(3) Equipment: A wide variety of specialized equipment is necessary to meet the individual needs of the orthopedically handicapped children. This equipment may be purchased or have to be specially constructed by the school districts. Advice and consultation should be obtained from qualified physicians or other specialists before the items are considered for use.

(4) Materials: Special care should be taken to select materials which recognize the various educational levels and physical capabilities of the handicapped pupils.

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* See Page 64.

6. Neurologically Impaired

a. DEFINITION: Children who have central nervous system dysfunction so serious that they cannot adjust to a regular 0r other special education classroom without additional special services. These children demonstrate average or above average intelligence but exhibit behavior which indicate impaired perceptual awareness and understanding of their learning environment.

b. ELIGIBILITY: Children eligible in a school program for the neurologically impaired must have a medical and psychological evaluation.

c. CLASS LOAD: Class loads will vary in proportion to the severity of the problems within a particular class. The recommended class size for all grade levels is four to eight pupils.

d. PROGRAM: The needs of neurologically impaired children can best be met in a carefully planned and arranged learning environment with limited visual and auditory distractions. These children often have such severe perceptual disabilities that teaching methods and materials must be specially adapted for them and their special problems. Much of the teaching will have to be on an individual basis. The program is aimed toward the adequate social adjustment of each child with the expectation that he will become a contributing member of his school group and work up to his capacity. For this reason, eventual integration – wherever possible – into a normal classroom is a major educational goal for these children.

Some of these children may be on a program of prescribed medication related to their impairment. Special attention must be paid to the medical aspects of their handicaps. Frequent consultation with the school nurse and attending physician is necessary. Because

gross communication disorders are frequently involved in neurological handicaps, speech hearing consultation and therapy is necessary.

e. FACILITIES AND EQUIPMENT: The facilities for such classes should be similar to those of the regular classroom. However, adaptations (partitions, special shades, soundproofing, etc.) may be necessary to implement an effective program.

7. Home and Hospital Instruction

a. DEFINITION: Children who because of medical restrictions (excluding normal pregnancies), must be confined at home or in hospitals for a minimal period of four weeks to warrant a continuing program of instruction.

b. ELIGIBILITY: Children eligible for enrollment in a public school and unable to attend school for four weeks or more because of a physical disability or illness may receive home or hospital instruction if they are so certified by a physician and approved by the school authorities. The parents must request these services in writing and agree to conditions of the service.

c. CASE LOAD: The amount of time a home or hospital teacher can devote to pupil instruction will vary according to the geography of the district and the number and proximity of the children to be taught.

(1) The teaching load should be accomplished during the regular teaching day of the school district and should include time used for travel. From eight to 12 students will generally constitute a weekly case load.

(2) The amount of teaching time given to a home or hospital-bound child will vary from one to five hours per week, depending on the child's physical limitations and the teacher's present case load.

(3) A special home/hospital teacher may be employed on an hourly basis where a special curriculum problem exists or the hiring of an additional, full-time teacher is not warranted.

d. PROGRAMMING: The special home/hospital teacher will coordinate the lessons for the student with the teacher's regular classroom. Other guidelines are:

(1) An adult family representative must be on the premises and available during the entire teaching period.

(2) Parents are expected to establish regular study periods for the child as suggested by the teacher and approved by the attending physician.

(3) The home or hospital-bound child should be withdrawn from his regular school program and entered on the rolls of the home/hospital program consistent with the attendance laws of the State of Washington.

(4) A teaching situation in a home or in a hospital should be free from distraction as possible.

(a) Adaptation or revision of hospital routines may be necessary to insure interruption-free lesson time.

(b) Adjustment in a family routine may be necessary to insure the best teaching environment.

e. EQUIPMENT AND MATERIALS:

(1) Instructional materials for subjects or courses taught should be available from the child's regular school so that the teacher can carry out an adequate and related program for the children assigned to home/hospital instruction. In addition to textbooks and supplemental books, instructional materials may include manuals,

workbooks, answer books.

(2) Equipment such as tape recorders, classroom to home-telephone systems, cassettes, visual aids and video tape recordings should be considered as means of maintaining good classroom to student relationships.

(3) Adequate desk and storage space should be provided in a school or in the district office for the home/hospital teacher.

(4) Consideration should be given to the nature of the job and the additional requirements related to the large number and variety of courses to be taught and the wide range in pupil ages.

f. Prior authorization from the State Office of Superintendent of Public Instruction is required for reimbursement for Home/Hospital Instruction.

B. Mentally Retarded

1. Trainable Retarded

a. DEFINITION: Children who because of retarded intellectual and social development are not eligible for programs for the educable mentally retarded. I.Q. criteria is not the primary consideration; however, the I.Q. will generally range below 51 on an individual test of intelligence as administered by a qualified psychologist.

b. ELIGIBILITY: Children eligible for special classes for the trainable mentally retarded must be evaluated by a qualified psychologist.

c. CLASS LOAD: The class load in this program will depend on the degree of homogeneity in mental maturity and behavior management of the group. It should be recognized that some of these children can participate effectively in the

group for only part of the school day. The class size will usually range as follows:

Pre-school and kindergarten	6 – 8
Primary Class	8 – 10
Intermediate Class	8 – 10
Secondary Class	8 – 10

Class loads may be increased above the recommended sizes through the use of non-certified personnel. Exceptions to the suggested minimum class size should be cleared with the State Office.

d. PROGRAM: The program will be related to the degree of maturity of the children concerned. Emphasis will be in the areas of intellectual, personal, social, communication, physical and occupational competencies.

e. FACILITIES AND EQUIPMENT: The facilities for such classes will depend on the characteristics of the children concerned. Requirements should include recognition of need for more classroom space per child than usual, protected playground facilities, readily accessible toilet facilities, good ventilation, special nursery school and kindergarten equipment, etc.

2. Educable Retarded

a. DEFINITION: Children who because of retarded intellectual social or motor development may not benefit from full time regular class instruction but may have need for a special education program designed to meet their individual needs. I.Q. criteria is not the primary consideration; however, the I.Q. will generally range between 51 and 75 on an individual test of intelligence administered by a qualified psychologist.

b. ELIGIBILITY: Children eligible for special classes for the educable mentally retarded must be evaluated and recommended for such placement by a qualified psychologist.

c. CLASS LOAD: The class load will depend upon such factors as the children's ages, degrees of intelligence, levels of educational achievement, and difficulties in management, and the homogeneity of the group. In general, the class load should range as follows:

Pre-school and Kindergarten	6 – 10
Primary Class	8 – 12
Intermediate Class	8 – 12
Secondary Class	10 – 16

Class loads may be increased above the recommended sizes through the use of non-certified personnel. Exceptions to the suggested minimum class size should be cleared with the State Office.

d. PROGRAM: The program for the educable mentally retarded should concentrate on the social, intellectual, occupational and physical development in terms of a child's age and ability. Opportunities for class work and association for a part of the school day with peer groups in the regular school situation should be provided. Many of the children in this program will require some type of special education services for educable retarded throughout their school experiences.

e. FACILITIES AND EQUIPMENT: The facilities should be similar to and consistent with those provided for regular classes. In some instances, the curriculum may require certain physical facilities and curriculum materials not common to the standard classroom.

C. Emotionally Maladjusted

a. DEFINITION: Children who, because of chronic inappropriate behavior cannot be maintained in the regular school program, and

therefore require modification in facilities, personnel, curriculum and management techniques.

b. ELIGIBILITY: Children eligible for this program must have had both a medical and a psychological evaluation.

c. CLASS LOAD: The class load for these programs will depend, to a large extent, on the degree of behavioral deviations present within a particular group. The usual class size will be as follows:

Pre-school and Kindergarten	6 – 8
Primary Class	6 – 8
Intermediate Class	6 – 8
Secondary Class	8 – 10

d. PROGRAM: A school program for the emotionally maladjusted child recognizes the need for special organization of the school environment and requires adaptation of the regular school program for each child. This is necessary in order that positive personality and educational factors can be emphasized and stresses minimized. Although the class is generally therapeutic by nature, the school district must not assume primary responsibility for treatment or therapy. Since the degree of emotional maladjustment will vary widely among children, the school will need to develop an appropriate program for each child either by special class placement or by providing supportive services to the child and his regular class teacher.

e. FACILITIES AND EQUIPMENT: The facilities and classrooms should be similar to those provided for regular classes. However, adaptations and special equipment may be necessary to provide for the most effective program.

IV. Specialized Service for Handicapped Children

A. Definitions

1. Specialized Services

Specialized services are those services provided by specially trained and sometimes specially certificated or licensed professional personnel. These services both support and supplement the special education program for handicapped children as well as serve the total enrollment of the employing school district or cooperating district.

When these unique and necessary services are provided exclusively for handicapped pupils who are enrolled in special education programs, they are referred to as SUPPORTIVE PERSONNEL. When those services are provided to the total school population they will be referred to as ITINERANT PERSONNEL.

Special certified and non-certified personnel providing unique and necessary services exclusively to pupils enrolled in the handicapped program:

2. Supportive Personnel

a. special teachers
b. speech and hearing therapists
c. social workers
d. occupational therapists
e. physical therapists
f. counselors
g. psychologists

h. instructional assistants
i. teacher aides
j. attendants

The assignment of these specialists to the handicapped program will be based on the actual enrollment of handicapped children.

3. Itinerant Personnel

Special personnel providing services to the district's total enrollment:

a. speech and hearing therapists
b. home and hospital teachers
c. school psychologists
d. audiologists

Assignment of these specialists, where reimbursement is to be made from handicapped funds, should be on a ratio basis to total school enrollment, whether weighted or on a strict "one specialist to X pupils." This ratio will vary as funds and services, approved by the division for handicapped children for reimbursement, are available.

4. See Section B, following, in this Handbook for descriptions of functions and Appendix A, this Handbook, for listed basic requirements for these special personnel.

B. Specialized Services

1. Speech Therapy

a. DEFINITION: The speech therapist in the public schools of Washington provide diagnosis and treatment for children with disorders of speech so they may develop adequate communication and thus be aided to achieve their maximum educational, social, and vocational potentials.
b. ELIGIBILITY: A child is eligible for the speech therapy program if his speech:
(1) is deficient based on age and developmental norms

(2) deviates conspicuously from that of the normal child
(3) interferes with communication
(4) constitutes a source of significant stress for him

Diagnosis and recommendations are made by a qualified speech therapist.

c. CASE LOAD: The maximum, effective case load depends on the number of children identified by the speech therapist as needing speech therapy and the type and severity of their defects.
   (1) Where the defects are moderate, a speech therapist may have an active weekly case load of 65-75 children who are being seen at regularly scheduled intervals for speech therapy.
   (2) Where the speech defects are more severe, perhaps involving physical anomolies or special learning problems, a weekly case load of 50, or fewer, may be the maximum.

d. PROGRAM: The major function of speech therapy is direct service to children.
   (1) Speech defective children will, in general, receive speech therapy individually or in groups usually not larger than six children.
   (2) Speech therapy is most effective when carried out on a regularly scheduled basis with a minimum of two therapy lessons per week and periods varying in length from ten to 30 minutes.

e. FACILITIES AND EQUIPMENT:
   (1) Facilities:
      (a) the speech therapist, to be effective, has regularly assigned teaching space in which the speech therapy program can be centered in each school
      (b) teaching space
         (i) should meet minimum classroom standards with respect to lighting, heat, ventilation, etc.

(ii) should be located free from major sources of noise and have necessary acoustical treatment to insure minimum noise levels

(c) office space for files and pupil records

(2) Equipment:

(a) tape recorder
(b) auditory training unit
(c) amplifying unit for auditory stimulation
(d) pure-tone audiometer (or easy access to such equipment)
(e) one or more large mirrors for use in visual learning
(f) a variety of special materials such as phonograph records, tapes, children's books, audiovisual materials, test materials, etc.
(g) if children with physical handicaps are included, special items of furniture appropriate to their needs must be provided
(h) adequate professional books and journals, as a part of the district or general school professional library

2. Hearing Therapy

a. DEFINITION: The hearing therapy program provides for children who have a hearing loss which interferes with their educational progress but have sufficient hearing to remain in and participate with the regular class pupils.

b. ELIGIBILITY: A child would be eligible for hearing therapy on recommendation of a qualified hearing therapist or audiologist.

c. CASE LOAD: The case load will depend on the children enrolled as requiring hearing therapy and the type of severity of the hearing defect. The case load will generally range between 12

and 18 children who are being seen at regularly scheduled intervals.

d. PROGRAMMING: The hearing therapy program is generally an individualized service. (Review Section III. A.1, this Handbook, for more detailed information concerning similarities and differences between this program and that for hard of hearing children in special classes.)

e. FACILITIES AND EQUIPMENT: These should be equivalent to those recommended for the Speech Therapy *program, above. (See* preceding section.)

3. Audiology

Audiology refers to the study of hearing and hearing disorders.

An audiologist is one who specializes in the field of hearing and particularly in hearing impairments. He is concerned with the assessment of hearing and the habilitation and rehabilitation of children and adults with impairment of auditory functions. Audiometry is the science of measurement of hearing which includes a program of screening, developing quick methods of detecting hearing losses in children to methods detecting losses of a more serious nature.

Identification audiometry is considered the first step in a conservation of the hearing program.

The use of an audiologist or services of an audiometrist will depend upon the size of the district.

Presently, State laws require the yearly testing of school aged children. The audiology program should include, but not limited to, the following:

a. Audiometric screening, re-check, referrals and a system of followup.

b. Consultation with nurses and physicians for otological and other medical referrals, if indicated.

c. Assisting teachers of hard of hearing and deaf children in developing conservation of hearing and other training programs.
d. Consultation with classroom teachers for purposes of identification of children with hearing losses and conservation of hearing programs.
e. Pupil evaluation for use of a hearing aid.

4. Home and Hospital Instruction

See Section III. A.7, this Handbook, for a review of the services provided in home and hospital instruction.

5. School Psychology

See STANDARDS FOR PREPARATION OF SPECIALIZED PERSONNEL (School Nurses, Psychologists, and Social Workers), Olympia, Washington: State Superintendent of Public Instruction, May, 1966. This bulletin provides the following information concerning the role and function of school psychologists, thus defining school psychology.

a. THE ROLE AND FUNCTION OF SCHOOL PSYCHOLOGISTS: The school psychologist is one with competency in psychological techniques and skills in their application to the educational setting. He uses the specialized knowledge of diagnosis, learning, and interpersonal relationships to assist school personnel to enrich the experience and growth of all children, and to recognize and deal with exceptional children.

The school psychologist serves in an advisory capacity to school personnel and may perform the following functions:

(1) Measuring the intellectual, social, and emotional development of children, and interpreting the results of psychological studies.

(2) Diagnosing educational and personal disabilities, and collaborating in the planning or re-educational and therapeutic programs.
(3) Identifying exceptional children and collaborating in the planning of appropriate educational and social placements and programs.
(4) Developing ways to facilitate the learning and adjustment of children.
(5) Helping teachers and administrators to understand child behavior and intellectual and personality differences as they apply to the individual pupil and the class.
(6) Serving in a consultative capacity in curriculum planning.
(7) Encouraging and initiating research, and helping to utilize research findings for the solution of school problems.

6. School Social Work

See State bulletin cited in the preceding section of school psychologists. The following extract is from that bulletin and is used to describe the work of the school social worker.

a. THE ROLE AND FUNCTION OF THE SCHOOL SOCIAL WORKER: The school social worker supplements the professional contribution of the teacher and other school personnel in helping children to constructively use the educational opportunity provided in the schools. Through a working relationship with the teacher there is mutual sharing in the understanding of a child's behavior and planning for the child, as well as increased awareness of the emotional interaction and behavior of the classroom group.

Studies give sufficient evidence that children, even early in elementary grades, show in many ways social and emotional difficulties which

retard or make impossible their educational progress.

From research it is known that such common things as dissatisfaction with school, poor school work, aggressiveness or timidity, withdrawing behavior, fearfulness, marked dependency, unsatisfactory relationships with other children or adults, and truancy may all be symptoms of underlying difficulty. Every school has some of these children, often problems to themselves as well as to the school.

The aid of the school social worker is to help the school identify children who present social and emotional difficulties, and to give social work service which will enable these children to make satisfactory progress in the classroom.

This aim is achieved through:

(1) Consultation service to teachers, principals, and other school personnel.
(2) Individual or group help to parents and children.
(3) Liaison service in utilizing community resources for the benefit of the children.

The competencies needed in the school social worker are a specialized social work skill, thorough knowledge of behavior causation, human growth, community resources, and the ability to work with professional personnel in the school and the community.

V. Appendix A

Guide to Superintendents and Directors in Employing Special Personnel

A. Requirements for Special Educational Personnel

1. Certification personnel refers to those holding a valid Washington State Certificate issued by the Office of Superintendent of Public Instruction.
2. Non-certificated personnel refers to those who do not hold this certificate but who can offer evidence in the form of license, transcripts or recommendations that appropriate qualifications have been met.

B. Basic Background Factors Considered Important

1. A core of knowledge related to normal child growth and development, principles of learning and individual differences.
2. Awareness and acceptance of the special needs of handicapped children in order to develop special learning programs. (Handicapped children constitute a diversified group with a wide range of individual differences in functioning, learning characteristics and experience backgrounds associated with the degree of social and psychological adjustment to their handicaps.)
3. Understanding of the roles of special education personnel in a TOTAL program of educational, medical, social, psychological and welfare services in the community and sufficient background to receive and use information from these sources.
4. Counseling and guidance practices related to handicapped children.

5. A broad program of laboratory and field experiences, supervised practicums or internships (including observation, participation, clinical practice and student teaching, as appropriate.)
6. Basic personal attributes and capabilities as represented by quality scholarship, personal and social fitness, demonstrated leadership or indicated potential for leadership and sufficient physical and mental health to perform their tasks.
7. Specialized preparation for TEACHING handicapped children includes training and field experiences which focus on the identified learning characteristics of handicapped children and their occupational and vocational needs.

C. Basic Requirements for Teaching Personnel

1. Physically Handicapped

a. Hard of Hearing/Deaf

The following represent a recommended program of basic requirements for teachers of hard of hearing and deaf children. Training programs should include course work and experience opportunities in the following broad areas:

(1) Teaching of speech to the deaf and hard of hearing children
(2) Teaching of language of the deaf and hard of hearing children
(3) Methods of teaching deaf and hard of hearing children
(4) Problems in education and guidance of deaf and hard of hearing children
(5) Auditory and speech mechanisms
(6) Audiometry, hearing aids and auditory training

b. Partially seeing

The following represent a recommended program of basic requirements for teachers of

partially sighted children. Training programs should include course work and experience opportunities in the following broad areas:

(1) Organization and administration for educating partially seeing children
(2) Anatomy, physiology and hygiene of the eye
(3) Principles of physiological optics
(4) Refractive errors and common eye diseases
(5) Procedures of conducting work in elementary, junior and senior high schools
(6) Observation and practice teaching

c. Blind

The following represent a recommended program of basic requirements for teachers of blind children. Training programs should include course work and experience opportunities in the following broad areas:

(1) Anatomy and physiology of the eye
(2) Survey of education of the blind
(3) Principles and methods of teaching the blind
(4) Teaching communication skills, for example, reading and writing by means of Braille, typing and development of listening skills
(5) Orientation, mobility and living skills for coping with the environment

d. Orthopedically handicapped and other health problems

The following represent a recommended program of basic requirements for teachers of orthopedically handicapped and children with other health problems. Training programs should include course work and experience opportunities in the following broad areas:

(1) Survey of education of children with orthopedic and other health problems requiring special education
(2) Anatomy, neurology and physiology of the

human body to include some knowledge of kinesiology, orthopedics, physical losses of speech and/or hearing and language development.

(3) Teaching techniques and methods for education of children with orthopedic and other health problems

e. Neurologically impaired

The following represent a recommended program of basic requirements for teachers of neurologically impaired children. Training programs should include course work and experience opportunities in the following broad areas:

(1) Anatomy, neurology and physiology of the human body to include knowledge of central nervous system dysfunction evidences by language learning disability, disorders of perception, motor behavior and symbolic reception

(2) Recognition and evaluation of these disorders and knowledge of their neurological basis

(3) Educational methods and techniques such as those developed for teaching children with speech and hearing pathology

(4) Survey of education of children with neurological impairments

f. Home/hospital instruction

The following represent a recommended program of basic requirements for teachers of home/hospital instruction children. Training programs should include course work and experience opportunities in the following broad areas:

(1) Survey of education of children with orthopedic and other health problems requiring special education

(2) Teaching techniques and methods for education of children with orthopedic and other health problems

2. Mentally Handicapped

Trainable and Educable

The following represent a recommended program of basic requirements for teachers of trainable and educable children. Training programs should include course work and experience opportunities in the following broad areas:

a. Survey of education of the mentally handicapped, educable and trainable
b. Techniques and methods of teaching the mentally handicapped, educable and trainable, emphasizing:
   (1) personal health and safety
   (2) development of social and personal skills
   (3) achievement of manual skills by means of arts and crafts, etc.
   (4) training in language and communication skills

3. Emotionally Maladjusted

The following represent a recommended program of basic requirements for teachers of emotionally maladjusted children. Training programs should include course work and experience opportunities in the following broad areas:

a. Survey of education of emotionally maladjusted
b. Advance course work in psychology, sociology and education which deals with causes, diagnosis and nature of emotional disturbance
c. Techniques and methods of teaching emotionally maladjusted children

VI. Appendix B

A. Laws Pertaining to the Education of Handicapped Children

(Excerpts from the Revised Code of Washington)

13.08.190 COMMITMENT TO DIVISION OF CHILDREN AND YOUTH SERVICES – NOTICE TO COURT OF INSTITUTIONAL PLACEMENT. Any boy or girl between the ages of eight and eighteen years of age who has been found delinquent as provided by law, may be committed by the superior court to the department of institutions, division of children and youth services, for institutional placement in such reception-diagnostic center, camp or other facility under the supervision and control of the division as shall be designated by the supervisor of the division of children and youth services, including parental schools the transfer of which to the department of institutions has been authorized by the provisions of RCW 72.05.300 and 72.05.310: Provided, That the supervisor, subject to the approval of the director of the department of institutions, may designate the Washington state reformatory for the transfer in institutional placement of incorrigible juvenile delinquents over the age of sixteen years, the custody of such children to remain in the supervisor, and such children in no event to remain at the Washington state reformatory beyond the age of eighteen. At such time as institutional placement for any boy or girl has been designated by the supervisor, or any transfer in institutional placement shall be made, notice thereof shall be given to the committing court and to the parents or guardian of such child, or any agency legally responsible for such child. (1959 c 251 sec. 2: 1957 c 297 sec. 4.)

13.08.200 PETITION TO REVIEW DECISION ON PLACEMENT. The decision of the supervisor on institutional placement or transfer of institutional placement of any child committed under RCW 13.08.190 through 13.08.210 may be reviewed by the committing court, upon the petition of the parents or guardian of such child, or any agency legally responsible for such child. Such petition must be filed within thirty days from the date of the giving of notice of institutional placement or transfer in institutional placement by the supervisor. A copy of the petition shall be served upon the supervisor of the division of children and youth services and the attorney general, either personally or by registered mail, at least ten days prior to the date set for hearing. (1957 c 297 sec. 5.)

13.08.210 COURT MAY CHANGE, MODIFY, SET ASIDE SUPERVISOR'S DECISION ON PLACEMENT – GROUNDS – APPEAL TO SUPREME COURT. If the court finds that the decision of the supervisor on the institutional placement or transfer of institutional placement of any juvenile committed under the terms of RCW 13.08.190 through 13.08.210 is arbitrary, capricious, or contrary to law, the court may change, modify, or set aside the decision of the supervisor and the ruling of the committing court shall be appealable to the supreme court. (1957 c 297 sec. 6.)

28.10.070 ASSISTANCE TO PUBLIC AND NON-SECTARIAN PRIVATE AGENCIES. For the purposes of rehabilitation the division of vocational rehabilitation, subject to the approval of the state board for vocational education, may assist public or non-sectarian private agencies in the development, operation, or maintenance of sheltered workshops, supervised work opportunities, or other facilities needed for the rehabilitation of the handicapped.

All grants for independent living rehabilitation made under this section to nonsectarian private or public agencies shall be consistent with project plans recommended by the division of vocational rehabilitation and approved by the state board for vocational education. The length of time state funds shall be available to any nonsectarian private or public agency for any such project plan shall be determined by the state board for vocational education, but no state funds shall

be granted for any one project for a period in excess of thirty-six months. (1959 c 307 sec. 1.)

Division of Handicapped Children

28.13.010 DIVISION CREATED – HANDICAPPED CHILDREN DEFINED – RIGHTS OF JUVENILE COURT. There is established in the office of the superintendent of public instruction a division of special educational aid for handicapped children, to be known as the division for handicapped children. Handicapped children are those children in school or out of school who are temporarily or permanently retarded in normal educational processes by reason of physical or mental handicap, or by reason of social or emotional maladjustment, or by reason of other handicap, AND THOSE CHILDREN WHO HAVE SPECIFIC LEARNING AND LANGUAGE DISABILITIES RESULTING FROM PERCEPTUAL-MOTOR HANDICAPS, INCLUDING PROBLEMS IN VISUAL AND AUDITORY PERCEPTION AND INTEGRATION: PROVIDED, That no child shall be removed from the jurisdiction of juvenile court for training or education under this chapter without the approval of the superior court of the county. (1951 c 92 sec. 1. Formerly 1943 c 120 sections 1, 2; Rem. Supp. 1943 sections 4679-25, 4679-26.)

28.13.020 SUPERVISOR – APPOINTMENT – DUTIES. The superintendent of public instruction shall appoint a supervisor and fix his salary. The supervisor shall coordinate and supervise the program of special aid for handicapped children in the school districts of the state. He shall cooperate with county superintendents of schools and with school district officers and teachers in the conduct of the program and shall cooperate with the state director of health and with county health officers on cases where medical attention is needed. (1943 c 120 sec. 3; Rem. Supp. 1943 sec. 4679-27.)

28.13.030 AUTHORITY OF DISTRICT. School district officers and teachers shall cooperate with the superintendent of public instruction and with the supervisor, and shall give such aid and special attention to handicapped children as their facilities will permit.

School districts may severally or jointly purchase and own special aid equipment and materials, with the approval of the supervisor, and may pay for the same out of their general fund budgets. School districts may severally or jointly employ special teachers for special aid, with the approval of the supervisor, and may pay their salaries and compensation out of their general fund budgets. School districts may severally or jointly establish and operate residential schools for aid and special attention to handicapped children with the approval of the supervisor, and may pay for the operation of such residential schools out of their general fund budgets. School districts may make agreements with other school districts for aid and special attention to handicapped children of their districts in the schools and special services of such other districts, with the approval of the supervisor, and may pay for the same out of their general fund budgets, and such payments may include the cost of board and room for such handicapped children while housed in such other districts. Such expenditures may be partially or wholly reimbursed from funds appropriated for that purpose under rules and regulations established by the superintendent of public instruction.

School districts may, with the approval of the supervisor, severally or jointly contribute funds for purchasing sites and constructing, equipping and furnishing buildings in another school district for the purpose of giving special educational aid to handicapped children and may pay for the same out of their building fund budgets. (1959 c 122 sec. 1; 1953 c 135 sec. 1; 1943 c 120 sec. 4; Rem. Supp. 1943 sec. 4679-28)

28.13.040 HOME AID. Any child who is not able to attend school and who is eligible for special aid under this chapter may be given such aid at his home or other place determined by the supervisor, and the school district within which such child resides shall be granted regular apportion-

ments of state and county school funds for the days for which the aid is given. (1943 c 120 sec. 5; Rem. Supp. 1943 sec. 4679-29.)

28.13.050 SERVICES TO HANDICAPPED CHILDREN OF PRESCHOOL AGE. Special educational and training programs provided by the state and the school districts thereof for children temporarily or permanently retarded in normal educational processes by reason of physical or mental handicap, or by reason of social or emotional maladjustment, or by reason of other handicap may be extended to include children of preschool age. School districts which extend such special programs, as provided in this section, shall be entitled to apportionments from state and county school funds, as provided by law for regular school attendance and educational units, and to allocations from state funds made available for such special services, for handicapped children three or more years of age who are given such special services. (1951 c 92 sec. 2; 1949 c 186 sec. 1; Formerly Rem. Supp. 1949 sec. 4901-3.)

Health Measures

28.31.030 HEARING TESTS FOR PUPILS. In addition to the duties otherwise provided by law, every board of school directors for public schools must provide for and require testing of the hearing of all children attending public

28.31.030 HEARING TESTS FOR PUPILS. In addition to the duties otherwise provided by law, every board of school directors for public schools must provide for and require testing of the hearing of all children attending public schools in their districts to ascertain which children have defects in their hearing sufficient to retard them in their studies. Such tests shall be made annually to commence each September: Provided, That in districts with more than twenty-five thousand children attending their schools, tests may be arranged to cover all school children once within two years.

Tests may be made by the health officer of the respective counties or medical directors of the schools or by competent persons provided by them; otherwise, the tests may be made by the superintendents, principals, or teachers of the respective schools. (1941 c 202 sec. 1; Rem. Supp. 1941 sec. 4689-1.)

28.31.040 RECORD OF TEST. The person completing hearing tests shall promptly prepare a record of the test of each child found to be hard of hearing, and send copies of such record to the parents or guardians of such children, and to the superintendent of public instruction, and to the state director of health, and deliver the original record to the teachers in charge of the children. The teachers shall preserve these records, and give special attention to children with defective hearing and assist them toward making their grades. (1941 c 202 sec. 2; Rem. Supp. 1941 sec. 4689-2.)

28.31.050 FORM OF TEST. The superintendent of public instruction, after consultation with the state director of health, shall prepare and distribute to the school boards or to the respective county school superintendents for them, suitable rules and directions, together with blanks, cards, records, and forms to be used in making and reporting hearing tests. (1941 c 202 sec. 3; Rem. Supp. 1941 sec. 4689-3.)

28.31.060 SIGHT SAVING EQUIPMENT. In order to enable children in public schools who have defective vision to enjoy comparable educational opportunities with normal-sighted children, the superintendent of public instruction shall provide such sight-saving equipment as may be deemed necessary. Any equipment so purchased shall be the property of the state department of education and shall be loaned to public schools for the use of children with defective vision where the number of such children does not warrant the establishment of a sight-saving class. Such sight-saving equipment shall be made available upon the recommendation of an eye physician that such equipment is necessary to enable a child to enjoy educational opportunities equal to those of

normal-sighted children. (1941 c 251 sec. 1; Rem. Supp. 1941 sec. 4689-4.)

Enrollment Credit

General Fund Appropriation for General Apportionment:

PROVIDED, That the weighting schedule to be used in computing the apportionment of funds for each district for 1969-71 shall be based on the following factors:

Each full time student enrolled 1.0

Each student, grades 7-12, an added 3

Each full time student enrolled in an approved vocational class in grades 9-12 where excess costs can be documented and where the classes are approved by the State Superintendent, an added 1.0

Each identified culturally disadvantaged child receiving an approved program, an added . .1

The factor, established by the Superintendent of Public Instruction for use in the 1967-69 biennium designed to reimburse each district for costs resulting from staff education and experience greater than the minimum in the average salary schedule in use by Washington school districts. For school districts judged remote and necessary by the State Board of Education and enrolling fewer than 250 students in grades 9-12 and for non-high districts judged remote and necessary by the State Board of Education and for schools by the State Board of Education within a district and which enroll fewer than 100 students.

General Provisions for Institutions of Higher Learning

28.76.010 DEFINITIONS. The term "major line," means the development of the work or courses of study in certain subjects to their fullest extent, leading to a degree or degrees in that subject.

A "blind student" is a person who is unable to read because of defective eyesight and by reason of studies which he has previously pursued is entitled to admission to an institution of higher learning within the state of Washington. Such blind student must have been a resident of the state of Washington for one year next preceding the date upon which he received any benefits under this chapter, and must make a reasonable showing that he does not have resources with which to finance his education. Inability to read because of defective eyesight may be established by a letter from a physician skilled in treatment of the eye. ([i] 1949 c 232 sec. 1; 1935 c 154 sec. 1; Rem. Supp. 1949 sec. 4542-1. [ii] 1917 c 10 sec. 1; RRS sec. 4532.)

28.76.130 ALLOCATION OF FUNDS FOR ASSISTANCE OF BLIND STUDENTS. There is allocated to each and every blind student attending any institution of higher learning within the state of Washington a sum not to exceed two hundred dollars per quarter, or so much thereof as may be necessary in the opinion of the state board of education, to provide said blind student with readers, books, recordings, recorders, or other means of reproducing and imparting ideas, while attending said institution of higher learning: Provided: That the said institution notifies the state board of education that it will waive tuition and laboratory fees for the said blind student. The said allocation shall be made out of any moneys in the general fund not otherwise appropriated. (1955 c 175 sec. 1; 1949 c 232 sec. 2; 1935 c 154 sec. 2; Rem. Supp. 1949 sec. 4542-2.)

28.76.140 ADMINISTRATION OF FUNDS FOR BLIND STUDENTS. All blind student assistant shall be distributed under the supervision of the state board of education. The moneys or any part thereof allocated in the manner referred to in RCW 28.76.130 shall, for furnishing said books or equipment or supplying said services, be paid by said state board of education directly to such blind student, heretofore mentioned, or to his parents, guardian, or some adult person, if the blind student is a minor, designated by said blind student to act as trustee of said funds: PROVIDED, That no blind student shall be charged any tuition or laboratory fee while attending any state institution.

The state board of education shall have power to prescribe and enforce all rules and regulations necessary to carry out the provisions of this section and RCW 28.76.130. (1955 c 175 sec. 2. Prior: (i) 1949 c 232 sec. 3; 1935 c 154 sec. 3; Rem. Supp. 1949 sec. 4542-3. (ii) 1935 c 154 sec. 4; RRS sec. 4542-4.)

State Otologist

70.50.010 APPOINTMENT – SALARY. The state director of health shall appoint and employ an otologist skilled in diagnosis of diseases of the ear and defects in hearing, especially for school children with an impaired sense of hearing, and shall fix the salary of such otologist in a sum not exceeding the salary of the director. (1945 c 23 sec. 1; Rem. Supp. 1945 sec. 6010-10.)

70.50.020 DUTIES. The otologist shall cooperate with the state department of public instruction, and with the state, county and city health officers, seeking for the children in the schools who are hard of hearing, or have an impaired sense of hearing, and making otological inspections and examinations of children referred to him by such departments and officers. Where necessary or proper he shall make recommendations to parents or guardians of such children, and urge them to submit such recommendations to physi-

cians to be selected by such parents or guardians. (1945 c 23 sec. 2; Rem. Supp. 1945 sec. 6010-11.)

Cerebral Palsy Program

70.82.010 PURPOSE AND AIM OF PROGRAM. It is hereby declared to be vital concern to the state of Washington that all persons who are bona fide residents of the state of Washington and who are afflicted with cerebral palsy in any degree be provided with facilities and a program of service for medical care, education, treatment and training to enable them to become normal individuals. In order to effectively accomplish such purpose the superintendent of public instruction and the department of health, hereinafter called the departments, are authorized and instructed and it shall be their joint duty to establish and administer facilities and a program of service for the discovery, care, education, hospitalization, treatment and training of educable persons afflicted with cerebral palsy, and to provide in connection therewith nursing, medical, surgical and corrective care, together with academic, occupational and related training. Such program shall extend to developing, extending and improving service for the discovery of such persons and for diagnostication and hospitalization and shall include cooperation with other agencies of the state charged with the administration of laws providing for any type of service or aid to handicapped persons, and with the United States government through any appropriate agency or instrumentality in developing, extending and improving such service, program and facilities. Such facilities shall include field clinics, diagnosis and observation centers, boarding schools, special classes in day schools, research facilities and such other facilities as shall be required to render appropriate aid to such persons. Existing facilities, buildings, hospitals and equipment belonging to or operated by the state of Washington shall be made available for these purposes when use therefor does not conflict with the primary use of such existing facilities. Existing buildings, facilities and equipment

belonging to private persons, firms or corporations or to the United States government may be acquired or leased. (1947 c 240 sec. 1; Rem. Supp. 1947 sec. 5547-1.)

SEVERABILITY: "If any provision of this act or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of the act which can be given effect without the invalid provisions or application." (1947 c 240 sec. 5.) This applies to RCW 70.82.010, 70.82.030 and 70.82.040.

70.82.020 CEREBRAL PALSY FUND CREATED. (1947 c 240 sec. 2; no RRS.) Cerebral palsy fund abolished and moneys transferred to general fund by 1955 c 326, see RCW 70.82.021 through 70.82.024.

70.82.021 CEREBRAL PALSY FUND – MONEYS TRANSFERRED TO GENERAL FUND. All moneys in the state treasury to the credit of the state cerebral palsy fund on the first day of May, 1955, and all moneys thereafter paid into the state treasury for or to the credit of the state cerebral palsy fund shall be and are hereby transferred to and placed in the general fund. (1955 c 326 sec. 1.)

70.82.030 ELIGIBILITY. Any resident of this state who is educable but so severely handicapped as the result of cerebral palsy that he is unable to take advantage of the regular system of free education of this state may be admitted to or be eligible for any service and facilities provided hereunder, provided such resident has lived in this state continuously for more than one year before his application for such admission or eligibility. (1947 c 240 sec. 3; Rem. Supp. 1947 sec. 5547-2.)

70.82.040 DIAGNOSIS. Persons shall be admitted to or be eligible for the services and facilities provided herein only after diagnosis according to procedures and regulations established and approved for this purpose by the joint action of the departments. (1947 c 240 sec. 4; Rem. Supp. 1947 sec. 5547-3.)

Parental Schools

72.05.300 PARENTAL SCHOOLS – LEASES, PURCHASES – POWERS OF SCHOOL DISTRICTS. The department, through the division, may execute leases, with options to purchase, of parental school facilities now or hereafter owned and operated by school districts, and such leases with options to purchase shall include such terms and conditions as the director of institutions deems reasonable and necessary to acquire such facilities. Notwithstanding any provisions of the law to the contrary, the board of directors of each school district now or hereafter owning and operating parental school facilities may, without submission for approval to the voters of the school district, execute leases, with options to purchase, of such parental school facilities, and such leases with options to purchase shall include such terms and conditions as the board of directors deems reasonable and necessary to dispose of such facilities in a manner beneficial to the school district. The department, through the division, if it enters into a lease, with an option to purchase, of parental school facilities, may exercise its option and purchase such parental school facilities; and a school district may, if it enters into a lease, with an option to purchase, of parental school facilities, upon exercise of the option to purchase by the department, sell such parental school facilities and such sale may be accomplished without first obtaining a vote of approval from the electorate of the school district. (1959 c 28 sec. 72.05.300. Prior: 1957 c 297 sec. 2. Formerly RCW 43.28.160.)

72.05.310 PERSONNEL. The department, through the division, may employ personnel, including but not limited to, superintendents and all other officers, agents, and teachers necessary to the operation of parental schools. (1959 c 28 sec. 72.05.310. Prior: 1957 c 297 sec. 3. Formerly RCW 43.28.170.)

State Residential Schools

72.33.010 ,DECLARATION OF PURPOSE. The purposes of this chapter are: To provide for those children and adults who are exceptional in their needs for care, treatment and education by reason of mental and/or physical deficiency, residential care designed to develop their individual capacities to their optimum; to provide for admittance, withdrawal and discharge from state residential schools upon parental application; and to insure a comprehensive program for the education, guidance, care, treatment and rehabilitation of all persons admitted to Lakeland Village and Rainier school and such other like schools as 3 ay be hereafter established. (1959 c 28 sec. 72.33.010. Prior: 1957 c 102 sec. 1; 1937 c 10 sec. 3; RRS sec. 4679-3.)

72.33.030 LAKELAND VILLAGE, RAINIER, YAKIMA VALLEY, AND FIRCREST SCHOOLS ESTABLISHED. There are hereby permanently established the following state schools for the care of the persons herein provided to be served: Lakeland Village, located at Medical Lake, Spokane county, Washington, Rainier School, located at Buckley, Pierce county, Washington, Yakima Valley School, located at Selah, Yakima county, Washington and Fircrest School, located at Seattle, King county, Washington. (1959 c 31 sec. 1; 1959 c 28 sec. 72.33.030. Prior: 1957 c 102 sec. 3. (i) 1905 c 70 sec. 1; RRS sec. 4655. (ii) 1947 c 157 sec. 1; 1939 c 62 sec. 1; 1917 c 64 sec. 1; Rem. Supp. 1947 sec. 4656. (iii) 1905 c 70 sec. 2; RRS sec. 4658. (iv) 1947 c 157 sec. 2; Rem. Supp. 1947 sec. 4679a. (v) 1937 c 10 sec. 2; RRS sec. 4679-2.)

72.33.050 SCHOOL EDUCATIONAL DEPARTMENTS TO BE CREATED – COMPREHENSIVE PROGRAM. There shall be an educational department created and maintained within each state school which shall provide a comprehensive program of academic, vocational, recreational and other educational services best adapted to meet the needs and capabilities of each resident therein whether such resident must always live within the protected community of the school or can be prepared and assisted to live without.

The department of public instruction shall assist the state schools in all feasible ways including financial aid so that the educational programs maintained therein shall be comparable to such programs advocated by the department of instruction for children with similar aptitudes in local school districts.

Within its available resources, each state school shall, upon request from a local school district, provide such clinical, counseling and evaluating services as may assist the local district lacking such professional resources in determining the needs of its exceptional children. (1959 c 28 sec. 72.33.050. Prior: 1957 c 102 sec. 5. (i) 1913 c 173 sec. 14; RRS sec. 4672. (ii) 1937 c 10 sec. 18; RRS sec. 4672-18.)

72.33.060 DIVISION OF VOCATIONAL REHABILITATION TO MAKE SERVICES AVAILABLE. The division of vocational rehabilitation shall make available its services to the state school in order to assist such schools in the vocational rehabilitation of its residents who are eligible and feasible for that division's services to the end that such persons may become engaged in remunerative occupations. (1959 c 28 sec. 72.33.060. Prior: 1957 c 102 sec. 6.)

Providing Facilities for Handicapped

Chapter No. 35, Laws of 1967, requires that in the construction of public buildings, it is necessary to make provisions for physically handicapped that will provide for:

1. "Access into and within said buildings to accommodate the aging, as well as physically handicapped persons;
2. "Toilet facilities designed for use by the physically handicapped; and
3. "Those facilities specified in the latest edition of 'American Standard Specifications for Making Buildings and Facilities Accessible to and Usable By the Physically Handicapped'
4. "The standards and specifications set forth in this act shall apply to all buildings and facilities used by

the public which are constructed, remodeled or rehabilitated by the use of state, county or municipal funds, in whole or in part, or the funds, in whole or in part, of any subdivision of the state. All such buildings and facilities constructed in this state after the effective date of this act shall conform to each of the standards and specifications prescribed herein, excepting in the case of those buildings or facilities for which contracts for the planning or design have been awarded prior to the effective date, and unless the administrative authority determines, after considering all circumstances applying to the building, that full compliance is impracticable. This act shall apply to TEMPORARY OR EMERGENCY CONSTRUCTION as well as permanent buildings.

5. "In cases of practical difficulty, unnecessary hardship or extreme differences, administrative authorities responsible for the enforcement of this act may grant exceptions from the literal requirements of the standard specifications set forth in this act to permit the use of other methods or materials, but only when it is clearly evident that equivalent facilitation and protection is thereby secured.
6. "Existing public buildings undergoing major remodeling or rehabilitation, after the effective date of this act, shall meet the requirements of this act except where the administrative authority determines that the full compliance is impracticable. However, those buildings and facilities for which contracts for the planning or design have been awarded prior to the effective date of this act shall not be required to meet the requirements of this act.
7. "The standards and specifications shall be applicable only to those portions or parts of the building being remodeled or rehabilitated.
8. "Approval of the administrative authority shall be secured before the awarding of construction contracts for any building covered by this act.
9. "Where state school funds are utilized, enforcement

responsibility shall vest in the superintendent of public instruction."

B. American Standard Specifications Buildings and Facilities

1. SCOPE AND PURPOSE

1.1 SCOPE

1.1.1 This standard applies to all buildings and facilities used by the public. It applies to temporary or emergency conditions as well as permanent conditions. It does not apply to private residences.

1.1.2 This standard is concerned with non-ambulatory disabilities, semi-ambulatory disabilities, sight disabilities, hearing disabilities, disabilities of incoordination, and aging.[1]

1.2 PURPOSE. This standard is intended to make all buildings and facilities used by the public accessible to, and functional for, the physically handicapped, to, through, and within their doors, without loss of function, space, or facility where the general public is concerned. It supplements existing American Standards, and reflects great concern for safety of life and limb. In cases of practical difficulty, unnecessary hardship, of extreme differences, administrative authorities may grant exceptions from the literal requirements of this standard or permit the use of other methods or

[1]See definitions in Section 2.

materials, but only when it is clearly evident that equivalent facilitation and protection are thereby secured.

2. DEFINITIONS

2.1 NON-AMBULATORY DISABILITIES. Impairments that, regardless of cause or manifestation, for all practical purposes, confine individuals to wheelchairs.

2.2 SEMI-AMBULATORY DISABILITIES. Impairments that cause individuals to walk with difficulty or insecurity. Individuals using braces or crutches, amputees, arthritics, spastics, and those with pulmonary and cardiac ills may be semi-ambulatory.

2.3 SIGHT DISABILITIES. Total blindness or impairments affecting sight to the extent that the individual functioning in public areas is insecure or exposed to danger.

2.4 HEARING DISABILITIES. Deafness or hearing handicaps that might make an individual insecure in public areas because he is unable to communicate or hear warning signals.

2.5 DISABILITIES OF INCOORDINATION. Faulty coordination or palsy from brain, spinal, or peripheral nerve injury.

2.6 AGING. Those manifestations of the aging processes that significantly reduce mobility, flexibility, coordination, and perceptiveness but are not accounted for in the aforementioned categories.

2.7 STANDARD. When this term appears in small letters and is not preceded by the word "American," it is descriptive and does not refer to an American Standard approved by ASA; for example, a "standard" wheelchair is one characterized as standard by the manufacturers.

2.8 FIXED TURNING RADIUS, WHEEL TO WHEEL. The tracking of the caster wheels and large wheels of a wheelchair when pivoting on a spot.

2.9 FIXED TURNING RADIUS, FRONT STRUCTURE TO REAR STRUCTURE. The turning radius of a wheelchair, left front-foot platform to right rear wheel, or right front-foot platform to left rear wheel, when pivoting on a spot.

2.10 INVOLVED (INVOLVEMENT). A portion or portions of the human anatomy or physiology, or both, that have a loss or impairment of normal function as a result of genesis, trauma, disease, inflammation, or degeneration.

2.11 RAMPS, RAMPS WITH GRADIENTS. Because the term "ramp" has a multitude of meanings and uses, its use in this text is clearly defined as ramps with gradients (or ramps with slopes) that deviate from what would otherwise be considered the normal level. An exterior ramp, as distinguished from a "walk," would be considered an appendage to a building leading to a level above or below existing ground level. As such, a ramp shall meet certain requirements similar to those imposed upon stairs.

2.12 WALK, WALKS. Because the terms "walk" and "walks" have a multitude of meanings and uses, their use in this text is clearly defined as a predetermined, prepared-surface, exterior pathway leading to or from a building or facility, or from one exterior area to another, placed on the existing ground level and not deviating from the level of the existing ground immediately adjacent.

2.13 APPROPRIATE NUMBER. As used in this text, appropriate number means the number of a specific item that would be necessary, in accord with the purpose and function of a building or facility, to accommodate individuals with specific disabilities in proportion to the anticipated number of individuals with disabilities who would use a particular building or facility.

Example: Although these specifications shall apply to all buildings and facilities used by the public, the numerical need for a specific item would differ, for example, between a major transportation terminal, where many individuals with diverse disabilities would be continually coming and going, an office building or factory, where varying numbers of individuals with disabilities of varying manifestations (in many instances, very large numbers) might be employed or have reason for frequent visits, a school or church, where the number of individuals may be fixed and activities more definitive, and the many other buildings and facilities dedicated to specific functions and purposes.

Note: Disabilities are specific and where the individual has been properly evaluated and properly oriented and where architectural barriers have been eliminated, a specific disability does not constitute a handicap. It should be emphasized that more and more of those physically disabled are becoming PARTICIPANTS rather than spectators, in the fullest meaning of the word.

3. GENERAL PRINCIPLES AND CONSIDERATIONS

3.1 WHEELCHAIR SPECIFICATIONS: The collapsible-model wheelchair of tubular metal construction with plastic upholstery for back and seat is most commonly used. The standard model of all manufacturers falls within the following limits, which were used as the basis of consideration:

(1) Length: 42 inches

(2) Width, when open: 25 inches

(3) Height of seat from floor: 19½ inches

(4) Height of armrest from floor: 29 inches

(5) Height of pusher handles (rear) from floor: 36 inches

(6) Width, when collapsed: 11 inches

3.2 THE FUNCTIONING OF A WHEELCHAIR

3.2.1 The fixed turning radius of a standard wheelchair, wheel to wheel, is 18 inches. The fixed turning radius, front structure to rear structure, is 31.5 inches.

3.2.2 The average turning space required (180 and 360 degrees) is 60 x 60 inches.

Note: Actually, a turning space that is longer than it is wide, specifically, 63 x 56 inches, is more workable and desirable. In an area with two open ends, such as might be the case in a corridor, a minimum of 54 inches between two walls would permit a 360-degree turn.

3.3 THE ADULT INDIVIDUAL FUNCTIONING IN A WHEELCHAIR[2]

3.3.1 The average unilateral vertical reach is 60 inches and ranges from 54 inches to 78 inches.

3.3.2 The average horizontal working (table) reach is 30.8 inches and ranges from 28.5 inches to 33.2 inches.

3.3.3 The bilateral horizontal reach, both arms extended to each side, shoulder high, ranges from 54 inches to 71 inches and averages 64.5 inches.

3.3.4 An individual reaching diagonally, as would be required in using a wall-mounted dial telephone or towel dispenser, would make the average reach (on the wall) 48 inches from the floor.

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[2]Extremely small, large, strong, or weak and involved individuals could fall outside the ranges in 3.3.1, 3.3.2, 3.3.3, and their reach could differ from the figure given in 3.3.4. However, these reaches were determined using a large number of individuals who were functionally trained, with a wide range in individual size and involvement.

3.4 THE INDIVIDUAL FUNCTIONING ON CRUTCHES[3]

3.4.1 On the average, individuals 5 feet 6 inches tall require an average of 31 inches between crutch tips in the normally accepted gaits.[4]

3.4.2 On the average, individuals 6 feet 0 inches tall require an average of 32.5 inches between crutch tips in the normally accepted gaits.[4]

4. SITE DEVELOPMENT[5]

4.1 GRADING. The grading of ground, even contrary to existing topography, so that it attains a level with a normal entrance will make a facility accessible to individuals with physical disabilities.

4.2 WALKS

4.2.1 Public walks should be at least 48 inches wide and should have a gradient not greater than 5 percent.[6]

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[3]Most individuals ambulating on braces or crutches, or both, or on canes are able to manipulate within the specifications prescribed for wheelchairs, although doors present quite a problem at times. However, attention is called to the fact that a crutch tip extending laterally from an individual is not obvious to others in heavily trafficked areas, certainly not as obvious or protective as a wheelchair and is, therefore, a source of vulnerability.

[4]Some cerebral palsied individuals, and some severe arthritics, would be extreme exceptions to 3.4.1 and 3.4.2.

[5]Site development is the most effective means to resolve the problems created by topography, definitive architectural designs or concepts, water table, existing streets, and atypical problems, singularly or collectively, so that aggress, ingress, and egress to buildings by physically disabled can be facilitated while preserving the desired design and effect of the architecture.

[6]It is essential that the gradient of walks and driveways be less than that prescribed for ramps, since walks would be void of handrails and curbs and would be considerably longer and more vulnerable to the elements. Walks of near maximum grade and considerable length should have level areas at intervals for purposes of rest and safety. Walks or driveways should have a nonslip surface.

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4.2.2 Such walks shall be of a continuing common surface, not interrupted by steps or abrupt changes in level.

4.2.3 Wherever walks cross other walks, driveways, or parking lots they should blend to a common level.[7]

Note: 4.1 and 4.2, separately or collectively, are greatly aided by terracing, retaining walls, and winding walks allowing for more gradual incline, thereby making almost any building accessible to individuals with permanent physical disabilities, while contributing to its esthetic qualities.

4.2.4 A walk shall have a level platform at the top which is at least 5 feet by 5 feet, if a door swings out onto the platform or toward the walk. This platform shall extend at least 1 foot beyond each side of the doorway.

4.2.5 A walk shall have a level platform at least 3 feet deep and 5 feet wide, if the door does not swing onto the platform or toward the walk. This platform shall extend at least 1 foot beyond each side of the doorway.

4.3 PARKING LOTS

4.3.1 Spaces that are accessible and approximate to the facility should be set aside and identified for use by individuals with physical disabilities.

4.3.2 A parking space open on one side, allowing room for individuals in wheelchairs or individuals on braces and

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[7]This specification does not require the elimination of curbs, which, particularly if they occur at regular intersections, are a distinct safety feature for all of the handicapped, particularly the blind. The preferred method of meeting the specification is to have the walk incline to the level of the street. However, at principal intersections, it is vitally important that the curb run parallel to the street, up to the point where the walk is inclined, at which point the curb would turn in and gradually meet the level of the walk at its highest point. A less preferred method would be to gradually bring the surface of the driveway or street to the level of the walk. This disadvantage of this method is that a blind person would not know when he has left the protection of a walk and entered the hazards of a street or driveway.

crutches to get in and out of an automobile onto a level surface, suitable for wheeling and walking, is adequate.

4.3.3 Parking spaces for individuals with physical disabilities when placed between two conventional diagonal or head-on parking spaces should be 12 feet wide.

4.3.4 Care in planning should be exercised so that individuals in wheelchairs and individuals using braces and crutches are not compelled to wheel or walk behind parked cars.

4.3.5 Consideration should be given the distribution of spaces for use by the disabled in accordance with the frequency and persistency of parking needs.

4.3.6 Walks shall be in conformity with 4.2.

5. BUILDINGS

5.1 RAMPS WITH GRADIENTS. Where ramps with gradients are necessary or desired, they shall conform to the following specifications:

5.1.1 A ramp shall not have a slope greater than 1 foot rise in 12 feet, or 8.33 percent, or 4 degrees 50 minutes.

5.1.2 A ramp shall have handrails on at least one side, and preferably two sides, that are 32 inches in height, measured from the surface of the ramp, that are smooth, that extend 1 foot beyond the top and bottom of the ramp, and that otherwise conform with American Standard Safety Code for Floor and Wall Openings, Railings, and Toe Boards, A12-1932.

Note 1: Where codes specify handrails to be of heights other than 32 inches, it is recommended that two sets of handrails be installed to serve all people. Where major traffic is predominantly children, particularly physically disabled chil-

dren, extra care should be exercised in the placement of handrails, in accordance with the nature of the facility and the age group or groups being serviced.

Note 2: Care should be taken that the extension of the handrail is not in itself a hazard. The extension may be made on the side of a continuing wall.

5.1.3 A ramp shall have a surface that is nonslip.

5.1.4 A ramp shall have a level platform at the top which is at least 5 feet by 5 feet, if a door swings out onto the platform or toward the ramp. This platform shall extend at least 1 foot beyond each side of the doorway.

5.1.5 A ramp shall have a level platform at least 3 feet deep and 5 feet wide, if the door does not swing onto the platform or toward the ramp. This platform shall extend at least 1 foot beyond each side of the doorway.

5.1.6 Each ramp shall have at least 6 feet of straight clearance at the bottom.

5.1.7 Ramps shall have level platforms at 30-foot intervals for purposes of rest and safety and shall have level platforms wherever they turn.

5.2 ENTRANCES

5.2.1 At least one primary entrance to each building shall be usable by individuals in wheelchairs.

Note: Because entrances also serve as exits, some being particularly important in case of an emergency, and because the proximity of such exits to all parts of buildings and facilities, in accordance with their design and function, is essential (see 112 and 2000 through 2031 of American Standard Building Exits Code, A9.1-1953) it is preferable that all or most entrances (exits) should be accessible to, and

usable by, individuals in wheelchairs and individuals with other forms of physical disability herein applicable.

5.2.2 At least one entrance usable by individuals in wheelchairs shall be on a level that would make the elevators accessible.

5.3 DOORS AND DOORWAYS

5.3.1 Doors shall have a clear opening of no less than 32 inches when open and shall be operable by a single effort.

Note 1: Two-leaf doors are not usable by those with disabilities defined in 2.1, 2.2, and 2.5 unless they operate by a single effort, or unless one of the two leaves meets the requirement of 5.3.1.

Note 2: It is recommended that all doors have kick plates extending from the bottom of the door to at least 16 inches from the floor, or be made of a material and finish that would safely withstand the abuse they might receive from canes, crutches, wheelchair foot-platforms, or wheelchair wheels.

5.3.2 The floor on the inside and outside of each doorway shall be level for a distance of 5 feet from the door in the direction the door swings and shall extend 1 foot beyond each side of the door.

5.3.3 Sharp inclines and abrupt changes in level shall be avoided at doorsills. As much as possible, thresholds shall be flush with the floor.

Note 1: Care should be taken in the selection, placement, and setting of door closers so that they do not prevent the use of doors by the physically disabled. Time-delay door closers are recommended.

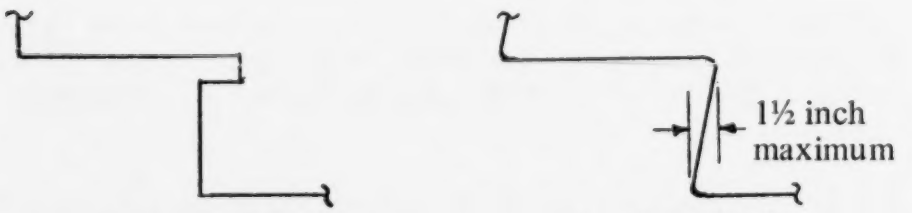
Note 2: Automatic doors that otherwise conform to 5.3.1, 5.3.2, and 5.3.3 are very satisfactory.

Note 3: These specifications apply both to exterior and interior doors and doorways.

5.4 STAIRS. Stairs shall conform to American Standard A9.1-1953, with the following additional considerations:

5.4.1 Steps in stairs that might require use by those with disabilities defined in 2.2 and 2.5 or by the aged shall not have abrupt (square) nosing. (See Fig. 1.)

Note: Individuals with restrictions in the knee, ankle, or hip, with artificial legs, long leg braces, or comparable conditions cannot, without great difficulty and hazard, use steps with nosing as illustrated in Fig. 1a, but can safely and with minimum difficulty use steps with nosing as illustrated in Fig. 1b.



a. Unacceptable b. Acceptable

Fig. 1
Steps

5.4.2 Stairs shall have handrails 32 inches high as measured from the tread at the face of the riser.

Note: Where codes specify handrails to be at heights other than 32 inches, it is recommended that two sets of handrails be installed to serve all people. Where traffic is predominantly children, particularly physically disabled children,

extra care should be exercised in the placement of handrails in accordance with the nature of the facility and the age group or groups being serviced. Dual handrails may be necessary.

5.4.3 Stairs shall have at least one handrail that extends at least 18 inches beyond the top step and beyond the bottom step.

Note: Care should be taken that the extension of the handrails is not in itself a hazard. The extension may be made on the side of a continuing wall.

5.4.4 Steps should, wherever possible, and in conformation with existing step formulas, have risers that do not exceed 7 inches.

5.5 FLOORS

5.5.1 Floors shall have a surface that is nonslip.

5.5.2 Floors on a given story shall be of a common level throughout or be connected by a ramp in accord with 5.1.1 through 5.1.6, inclusive.

Example 1: There shall not be a difference between the level of the floor of a corridor and the level of the floor of the toilet rooms.

Example 2: There should not be a difference between the level of the floor of a corridor and the level of a meeting room, dining room, or any other room, unless proper ramps are provided.

5.6 TOILET ROOMS. It is essential that an appropriate number of toilet rooms,[8] in accordance with the nature and use of a specific building or facility, be made accessible to, and usable by, the physically handicapped.

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[8]See 2.13.

5.6.1 Toilet rooms shall have space to allow traffic of individuals in wheelchairs, in accordance with 3.1, 3.2, and 3.3.

5.6.2 Toilet rooms shall have at least one toilet stall that–

(1) Is 3 feet wide

(2) Is at least 4 feet 8 inches, preferably 5 feet, deep

(3) Has a door (where doors are used) that is 32 inches wide and swings out

(4) Has handrails on each side, 33 inches high and parallel to the floor, 1½ inches in outside diameter, with 1½ inches clearance between rail and wall, and fastened securely at ends and center

(5) Has a water closet with the seat 20 inches from the floor

Note: The design and mounting of the water closet is of considerable importance. A wall-mounted water closet with a narrow understructure that recedes sharply is most desirable. If a floor-mounted water closet must be used, it should not have a front that is wide and perpendicular to the floor at the front of the seat. The bowl should be shallow at the front of the seat and turn backward more than downward to allow the individual in a wheelchair to get close to the water closet with the seat of the wheelchair.

5.6.3 Toilet rooms shall have lavatories with narrow aprons, which when mounted at standard height are usable by individuals in wheelchairs; or shall have lavatories mounted higher, when particular designs demand, so that they are usable by individuals in wheelchairs.

Note: It is important that drain pipes and hot-water pipes under a lavatory be covered or insulated so that a wheelchair individual without sensation will not burn himself.

5.6.4 Some mirrors and shelves shall be provided above lavatories at a height as low as possible and no higher than 40 inches above the floor, measured from the top of the shelf and the bottom of the mirror.

5.6.5 Toilet rooms for men shall have wall-mounted urinals with the opening of the basin 19 inches from the floor, or shall have floor-mounted urinals that are on level with the main floor of the toilet room.

5.6.6 Toilet rooms shall have an appropriate number[8] of towel racks, towel dispensers, and other dispensers and disposal units mounted no higher than 40 inches from the floor.

5.7 WATER FOUNTAINS. An appropriate number[8] of water fountains or other water-dispensing means shall be accessible to, and usable by, the physically disabled.

5.7.1 Water fountains or coolers shall have up-front spouts and controls.

5.7.2 Water fountains or coolers shall be hand-operated or hand- and foot-operated. (See also American Standard Specifications for Drinking Fountains, Z4.2-1942.)

Note 1: Conventional floor-mounted water coolers can be serviceable to individuals in wheelchairs if a small fountain is mounted on the side of the cooler 30 inches above the floor.

Note 2: Wall-mounted, hand-operated coolers of the latest design, manufactured by many companies, can serve the ablebodied and the physically disabled equally well when the cooler is mounted with the basin 36 inches from the floor.

Note 3: Fully recessed water fountains are not recommended.

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[8]See 2.13.

Note 4: Water fountains should not be set into an alcove unless the alcove is wider than a wheelchair. (See 3.1.)

5.8 PUBLIC TELEPHONES. An appropriate number[8] of public telephones should be made accessible to, and usable by, the physically disabled.

Note: The conventional public telephone booth is not usable by most physically disabled individuals. There are many ways in which public telephones can be made accessible and usable. It is recommended that architects and builders confer with the telephone company in the planning of the building or facility.

5.8.1 Such telephones should be placed so that the dial and the handset can be reached by individuals in wheelchairs, in accordance with 3.3.

5.8.2 An appropriate number[8] of public telephones should be equipped for those with hearing disabilities and so identified with instructions for use.

Note: Such telephones can be used by everyone.

5.9 ELEVATORS. In a multiple-story building, elevators are essential to the successful functioning of physically disabled individuals. They shall conform to the following requirements:

5.9.1 Elevators shall be accessible to, and usable by, the physically disabled on the level that they use to enter the building, and at all levels normally used by the general public.

5.9.2 Elevators shall allow for traffic by wheelchairs, in accordance with 3.1, 3.2, 3.3 and 5.3.

5.10 CONTROLS. Switches and controls for light, heat, ventilation, windows, draperies, fire alarms, and all similar

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[8]See 2.13.

controls of frequent or essential use, shall be placed within the reach of individuals in wheelchairs. (See 3.3.)

5.11 IDENTIFICATION. Appropriate identification of specific facilities within a building used by the public is particularly essential to the blind.

5.11.1 Raised letters or numbers shall be used to identify rooms or offices.

5.11.2 Such identification should be placed on the wall, to the right or left of the door, at a height between 4 feet 6 inches and 5 feet 6 inches, measured from the floor, and preferably at 5 feet.

5.11.3 Doors that are not intended for normal use, and that might prove dangerous if a blind person were to exit or enter by them, should be made quickly identifiable to the touch by knurling the door handle or knob. (See Fig. 2.)

Example: Such doors might lead to loading platforms, boiler rooms, stages, fire escapes, etc.

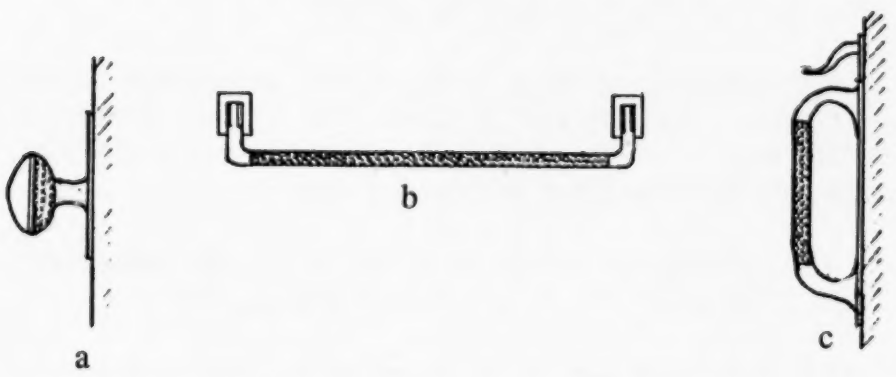

Fig. 2
Knurled Door Handles and Knobs

5.12 WARNING SIGNALS

5.12.1 Audible warning signals shall be accompanied by simultaneous visual signals for the benefit of those with hearing disabilities.

5.12.2 Visual signals shall be accompanied by simultaneous audible signals for the benefit of the blind.

5.13 HAZARDS. Every effort shall be exercised to obviate hazards to individuals with physical disabilities.

5.13.1 Access panels or manholes in floors, walks, and walls can be extremely hazardous, particularly when in use, and should be avoided.

5.13.2 When manholes or access panels are open and in use, or when an open excavation exists on a site, particularly when it is approximate to normal pedestrian traffic, barricades shall be placed on all open sides, at least 8 feet from the hazard, and warning devices shall be installed in accord with 5.12.2.

5.13.3 Low-hanging door closers that remain within the opening of a doorway when the door is open, or that protrude hazardously into regular corridors or traffic ways when the door is closed, shall be avoided.

5.13.4 Low-hanging signs, ceiling lights, and similar objects or signs and fixtures that protrude into regular corridors or traffic ways shall be avoided. A minimum height of 7 feet, measured from the floor, is recommended.

5.13.5 Lighting on ramps shall be in accord with 1201, 1202, 1203, and 1204 of American Standard A9.1-1953.

5.13.6 Exit signs shall be in accord with 1205 of American Standard A9.1-1953, except as modified by 5.11 of this standard.

VII. Appendix C

Federal Funds for Materials for Visually Handicapped

For purpose of the Act of Congress "To Promote the Education of the Blind" federal funds are available through the American Printing House for the Blind.

The materials available on quota account are braille textbooks, large type textbooks, and other prescribed materials to any blind child enrolled in regular class in the public schools.

Children eligible for the use of books and materials under the Act must be enrolled in the public schools on the first Monday in January of each year. Children must be registered with the State Superintendent of Public Instruction of Washington.

Children must have "central visual acuity of 20/200 or less in the better eye with correcting glasses,, or a peripheral field so contracted that the widest diameter of such field subtends an angular distance no greater than 20 degrees". Children with visual acuity of 20/70 to 20/200 with no limitation in the field of vision are not eligible under federal aid. Textbooks and equipment for these children are purchased through handicapped funds.

To register visually handicapped children, it is necessary for the superintendent of the local school district to submit the name of the child, name of school, grade in school, and information on whether each child is primarily a user of braille or large type. This information must be accompanied by a statement of the visual acuity of the child signed by his eye specialist.

The State Superintendent of Public Instruction is charged by federal law with the responsibility of distribution of materials for blind children in the public schools of Washington.

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